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ABSTRACT

This report summarizes some of the activities of the staff of the Office of Compensatory Education from 1975 to 1976. The overall aim of these activities was to provide educational opportunities to disadvantaged children in California. Activities are described as they relate to 12 types of programs, namely: Compensatory Education Administration in 1975-76; Elementary and Secondary Education Act, Title I; S.B. 90, Chapter 6.10 Educationally Disadvantaged Youth Program; Evaluation and Pupil Achievement; Management Services; Migrant Education; Programs for Professional Development in Education; Demonstration Programs in Reading and Mathematics; Follow Through Program - Technical Assistance; Compensatory Education in State Institutions; Community Services; and, School Housing Aid for Districts Impacted by Seasonal Agricultural Employment. This report also includes descriptions of four projects in four school districts, namely: Newport - Mesa Unified School District-Project Catch-Up; San Jose Unified School District-Project R-3; Riverside Unified School District-Learning Achievement Through Saturated Educational Resources (LASER); and San Bernardino City Unified School District Promising Practices. (JM)

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Office of Compensatory Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION

REVISED

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REPORT ON

COMPENSATORY EDUCATION

1975-76

UD017116

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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March 1, 1977

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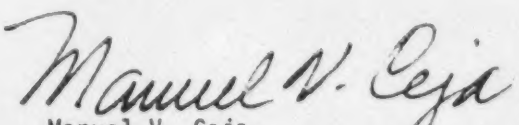
PREFACE

The statements on the following pages provide a representation of some of the activities of the staff of the Office of Compensatory Education during 1975-76 to provide educational opportunities to disadvantaged children in California. Some important actions, such as meeting with visitors in our offices, answering telephone calls, and planning, do not lend themselves to being reported in such a document.

The staff has done much, but even more remains to be accomplished to see that the purposes of compensatory education can be achieved.

Persons reading this are invited to make suggestions for new approaches to help educationally disadvantaged youngsters.



Manuel V. Ceja
Assistant Superintendent of Public Instruction for Compensatory Education

I. COMPENSATORY EDUCATION ADMINISTRATION IN 1975-76

Administration of the Office of Compensatory Education involved a great deal of coordination and planning. Some of the administrative duties performed by the Office of Compensatory Education were supervising staff to carry out compensatory education activities, participation in national groups, contributing information for legislation, providing for parent involvement, preparation of materials for the State Board of Education, and applying affirmative action in employment practices.

Coordination of Compensatory Education Activities

A wide variety of activities required much coordination. Each person responsible for one of the compensatory education programs has needed direction and advice on the part that program plays in the achievement of state compensatory education objectives, and how it meets state and federal regulations.

The assistant superintendent attended the important weekly meetings of the Special Program and Support Services Cabinet in which the activities of the Office of Compensatory Education were coordinated with those of other parts of the California State Department of Education. An example of such coordination is the planning for the development and completion of consolidated applications by districts using such special funds as those available for compensatory education.

Because the larger part of the special funds which California school districts receive are for compensatory education, the weight of this coordination within the Department and in relation to key California school districts has required many meetings with educational leaders in California.

Planning

To continue providing for coordination of compensatory education activities, planning in several forms has been a necessity.

Participation in meetings of various groups involved planning of interfaces between the Office of Compensatory Education and other parts of the Department. For example, the Office of Compensatory Education Director or one of the staff members has attended the following: Field Services Coordinating Council, California Association for Compensatory Education Executive Board monthly meetings, the Large District Directors' Compensatory Education Group monthly meetings, and the Mexican-American Advisory Committee.

National Groups

National ESEA Title I Coordinators Group

The Assistant Superintendent of Public Instruction for Compensatory Education

is an active member of the Advisory Board for the National ESEA Title I Coordinators Group. In this capacity, he has influenced the agendas and activities of this group. The group has been influential in supporting programs for disadvantaged children. The members have united in order to strengthen the role of state departments of education in administering compensatory education.

Management of Compensatory Education

The Office of Compensatory Education had previously participated in a seven-state project to develop instruments for self-analysis of local and state management of compensatory education and planning improvement. In the fall of 1975, the Office distributed the local instruments to compensatory education project directors. Districts were guided in how they could use the instruments.

Legislation

The Assistant Superintendent of Public Instruction for Compensatory Education provided information for State Department of Education testimony in hearings of the California State Legislature on matters relating to compensatory education programs.

Constant contact has been maintained between the Assistant Superintendent of Public Instruction for Compensatory Education and the California State Department of Education Deputy Superintendent for Congressional Relations in order to keep the Deputy Superintendent aware of compensatory education needs and of California's reactions to proposed federal legislation for disadvantaged children. The office of the Assistant Superintendent of Public Instruction for Compensatory Education has been a key link in relaying ideas from persons at the local level to concerned persons in Washington. This office also has played an important role by informing persons at the local level concerned with compensatory education about federal legislation.

Parent Involvement

The Office of Compensatory Education worked for parent involvement in compensatory education at the state and local level throughout the year. Meetings were held with parents in all sections of California. Parents were informed of applicable regulations. Administrators and teachers were advised about how to facilitate parent involvement.

Materials for State Board of Education

Most months the State Board of Education was presented with summaries of changes in projects using compensatory education funds. The Board also was given copies of requests for waivers to state laws or regulations which had been studied and recommended by the Office of Compensatory Education staff.

Affirmative Action Record

The Office of Compensatory Education has been aggressive in applying the principles of affirmative action to staff selection. This has dovetailed with the objective of identifying possible staff members on the basis of their knowledge and experience in helping children who are faced with the problems of educational disadvantagement.

The Office of Compensatory Education operates according to the practices set forth in the October 8, 1973 memo from State Superintendent of Public Instruction Wilson Riles to county and district superintendents in which he stated:

> *We must continue to strive to eliminate discrimination from our personnel practices and procedures. Federal regulations and subsequent findings by the staff from the Office of Civil Rights in the Department of Health, Education, and Welfare provide impetus for us to encourage school districts receiving federal financial assistance to take appropriate action to adopt and implement affirmative action programs.*

II. ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I

Purpose. Within the broad goal of federal legislation for providing compensatory education to children in areas of concentrated numbers of parents with low incomes, the aim is to achieve a normal range and distribution of academic achievement for the general population of California school children.

Target population. Compensatory education programs are targeted toward benefiting children of economically disadvantaged parents. Of such children, those who were most educationally disadvantaged were served first.

Objectives. The following objectives were pursued during 1975-76 as part of the Consolidated Application process:

- To provide ideas for program development in those areas for which resources are made available through the approval of an acceptable application.
- To establish a system for the identification of successful programs to be disseminated for adoption or adaption as shown by the degree the gap is closed between pupil achievement and the normal range of distribution.
- To allocate funds to local educational agencies within the legal constraints and for the established purposes verified through monitoring, reviewing, and auditing.
- To assure that local educational agencies plan programs based on the needs of students by providing leadership in the development of assessment procedures.
- To provide considerations for local educational agencies for developing programs for meeting the identified needs.
- To establish a system to assure that information relating to compensatory education reaches the field.
- To help local educational agencies and higher education institutions to develop teacher education inservice programs based on the needs of children.
- To work with local educational agencies and higher education institutions to assure accountability and program effectiveness.
- To encourage the use of community resources and consider the expressed needs of parents and the community in program planning, implementation, and evaluation.

In addition, the Compensatory Education staff pursued the objective of serving in an advocacy role for compensatory education.

Eligibility. All local educational agencies which are recorded as having persons within their areas who obtain Aid to Families with Dependent Children are eligible to receive funds under ESEA Title I. The funds must go to local educational agencies, but services may be provided to eligible children in nonpublic schools.

Authorization. The authorization for this program was Public Law 89-10, Title I, as amended by P.L. 93-380.

Funding level. The funds for ESEA Title I were made available during 1975-76 by a federal appropriation. The funding determined for the year was:

Grants for local educational agencies:	
Part A - children of low-income families	$130,039,420
Grants for Migrant Education	18,509,670
Grants to state agencies for children in:	
Schools for handicapped	2,067,999
Institutions for delinquent	1,448,082
State adult correctional institutions	263,546
Grants to State Department of Education for Administration	1,526,166
Total	$153,854,883

Achievements. ESEA Title I activities were closely related to compensatory education programs on which reports are available. Specific ESEA Title I actions included: analysis of federal grant award documents; calculation of distribution of funds within California counties to go to projects eligible for ESEA Title I funds; advising of districts on new regulations for compensatory education programs; training of parents for participation in advisory committees; participation in professional association activities aimed at upgrading compensatory education; development of instruments for self-analysis in improving state and local administration of compensatory education; providing data for control agencies; and advocacy of compensatory education programs for disadvantaged children. Children in ESEA Title I programs have achieved more than would be expected of children with similar backgrounds. Title I students attained an average of more than one month's growth in reading skills and 1.1 months of growth in mathematics achievement for each month of compensatory education instruction; these gains represent average grade-level increases from one to six months beyond gains predicted from average pretest scores.

III. S.B. 90, CHAPTER 6.10 EDUCATIONALLY DISADVANTAGED YOUTH PROGRAM

Purpose. The California State Legislature stated that the intent of this legislation is "to provide quality educational opportunities for all children in the California public schools" - by differing levels of financial aid to recognize differences in family income, language, and transiency (Education Code Section 6499.230).

Target population. The population on which the program is targeted is "pupils who qualify economically and educationally in preschool, kindergarten, or any of grades 1 through 12, inclusive,". (Education Code Section 6499.231).

Objectives. The statewide goal was to achieve a normal range and distribution of academic achievement in reading and mathematics as compared to the general population of California school children. Needs assessments were conducted. The needs identified were the basis for specific performance objectives and included, but were not limited to, these components: language development, mathematics, intergroup relations, staff development, auxiliary services, parental and community involvement, and evaluations. The primary emphasis was on instruction in language, reading, and mathematics.

Eligibility. A combination of three factors were applied to determine those districts to receive funds for educationally disadvantaged youth. The factors considered for each district are (1) the percent of bilingual, bicultural pupils determined by dividing the amount of pupils with Spanish and Oriental surnames, and Indian pupils by the statewide average of such pupils, (2) family poverty, calculated by dividing the district's ESEA Title I entitlement by its average daily attendance, and that in turn by the state average index of family poverty for that type of district (unified, elementary, or secondary); and (3) pupil transiency, computed on the relationship between the district's average daily attendance and its total annual enrollment - divided by the state average index of pupil transiency for that type of district.

Authorization. The authorization for the Educationally Disadvantaged Youth Program is in Chapter 6.10 of the Education Code which is part of Senate Bill 90 passed by the Legislature and signed by the Governor in 1972 and amended in 1974, and effective from 1973-74 through the present.

Funding level. $81,180,000 was available for this program in 1973-74; $83,754,000 in 1974-75; $90,389,376 in 1975-76; and $91,375,870 in 1976-77.

Achievements. Districts eligible to receive these funds applied on consolidated applications. After needs assessments, many districts used the funds for employing teachers or aides to help educationally disadvantaged pupils increase reading skills. In addition, funds were used for mathematics instruction and for meeting a wide range of other needs. The children achieved more than would be expected for other children with similar backgrounds. For every month of instruction they gained at least 1.0 months in reading and 1.1 months in mathematics.

With funding state programs for compensatory education such as S.B. 90, Chapter 6.10, California demonstrated its leadership among other states for devoting resources to helping support programs to decrease the educational disadvantages of children.

IV. EVALUATION AND PUPIL ACHIEVEMENT[1]

Evaluation is an important part of compensatory education at the state level and in each local educational agency.

The Elementary and Secondary Education Act, Title I, program in California for the school year 1975-76 served 529,845 students. In addition, 75,136 migrant children benefited. And 400,754 educationally disadvantaged youth (EDY) were helped under Chapter 1406, California Statutes of 1972 (S.B. 90).

A comparison between pretest and post-test standard scores in reading for students in schools receiving only Title I or EDY funds showed a consistent movement toward the national norm. Findings displayed in Table I indicate that the most prominent performance gains occurred in grades one through four, with a trend toward progressively lower pretest and post-test scores reported for grades five through eight. Analyses of weighted standard score gains revealed that, across all grades, students in Title I-only schools typically gained 3.1 standard score points; students in EDY-only schools showed an increase of 2.8 standard score points; and, as shown in Table II, as a group students in all combinations of Title I and EDY only (Title I only, EDY only, and Title I/EDY only) gained an average of 2.5 standard score points.

Tables III and IV show standard score gains in mathematics achievement. These graphs indicate that students in Title I and EDY schools increased in position relative to the national average at all grade levels. As in reading, the greatest gains were made by students in the primary grades, with a trend toward decreasing pretest and post-test scores in grades five through eight. Comparisons by funding sources revealed that students in Title I-only schools, as a group, gained 4.3 standard score points: EDY students gained an average of 4.0 points; and students in all compensatory education schools showed an average gain of 3.7 standard score points.

Instructional activities most frequently reported by successful programs included the use of diagnostic-prescriptive materials, individualized instruction, use of instructional aides, commercially developed materials, and reading laboratories.

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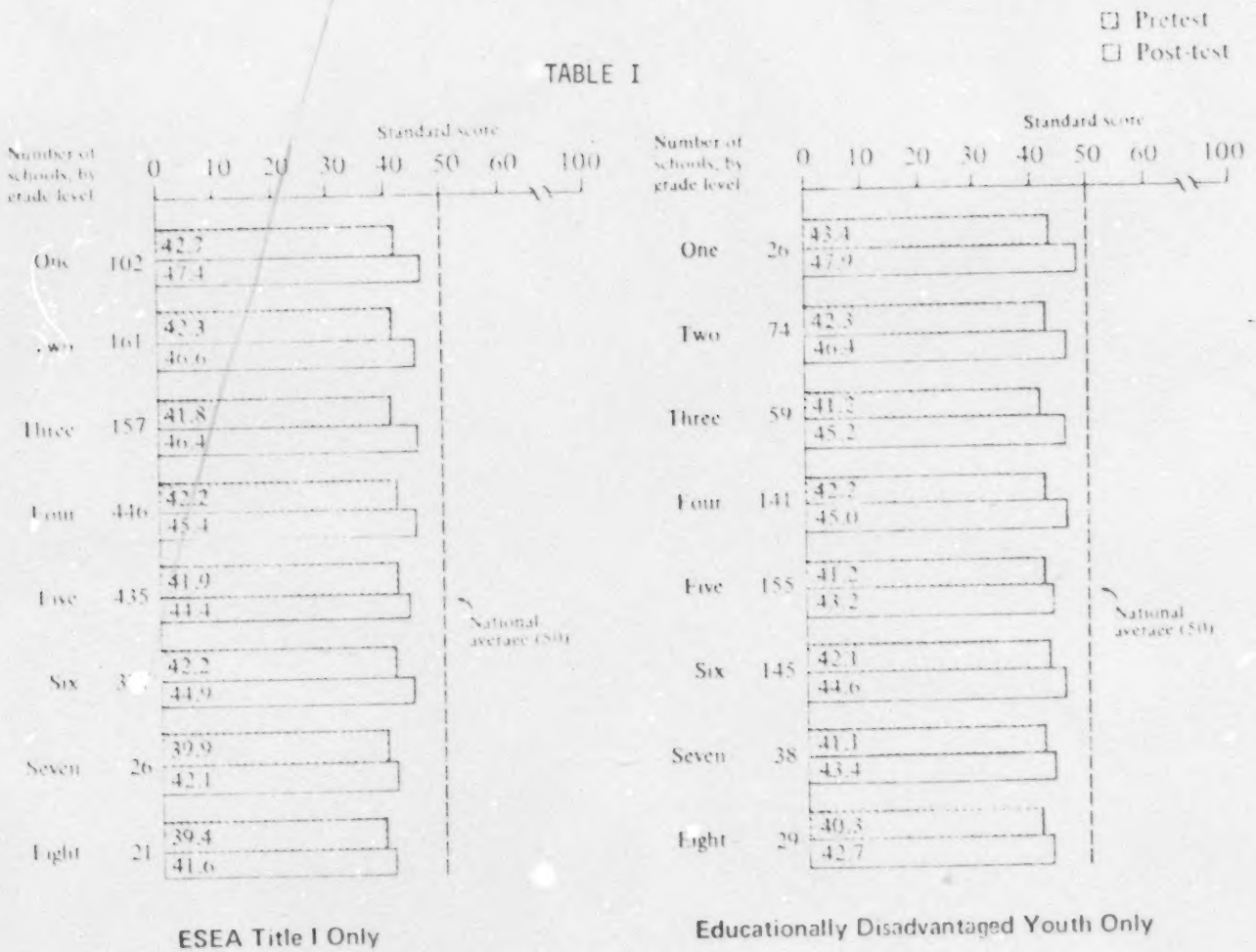
[1] Evaluation Report of ECE, ESEA Title I, and EDY, 1975-76. California State Department of Education, 1977. Pages 91-95.

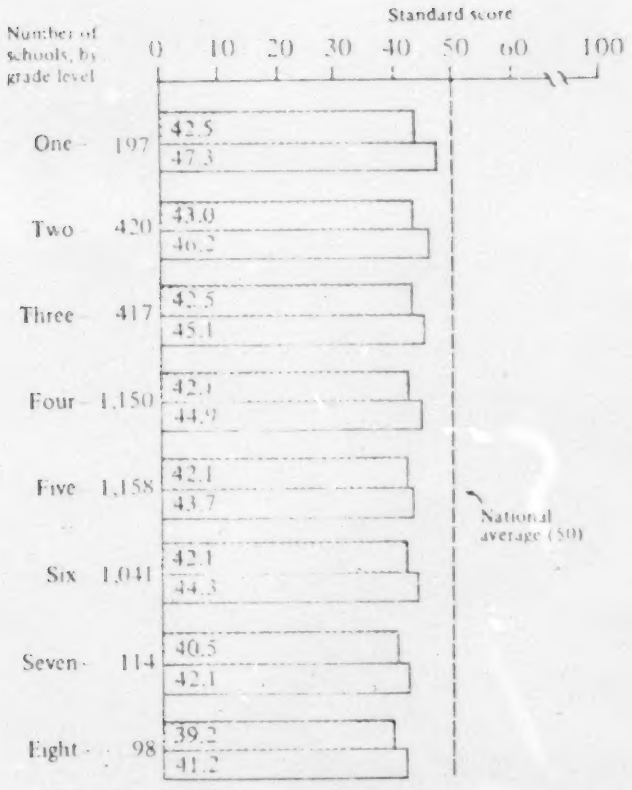
TABLE I


Pretest
Post-test
Standard score
0 10 20 30 40 50 60 100
Number of schools, by grade level
One 102 42.2 47.4
Two 161 42.3 46.6
Three 157 41.8 46.4
Four 446 42.2 45.4
Five 435 41.9 44.4
Six 3 42.2 44.9
Seven 26 39.9 42.1
Eight 21 39.4 41.6
National average (50)
ESEA Title I Only
Standard score
0 10 20 30 40 50 60 100
Number of schools, by grade level
One 26 43.4 47.9
Two 74 42.3 46.4
Three 59 41.2 45.2
Four 141 42.2 45.0
Five 155 41.2 43.2
Six 145 42.1 44.6
Seven 38 41.3 43.4
Eight 29 40.3 42.7
National average (50)
Educationally Disadvantaged Youth Only

Pretest and post-test standard scores in reading achievement, by grade level, for schools participating in ESEA Title I and educationally disadvantaged youth funded programs, 1975-76*

*School scores were weighted on the basis of the number of students tested. "Number of schools, by grade level" indicates the number of schools that reported usable achievement data for each grade level.

TABLE II



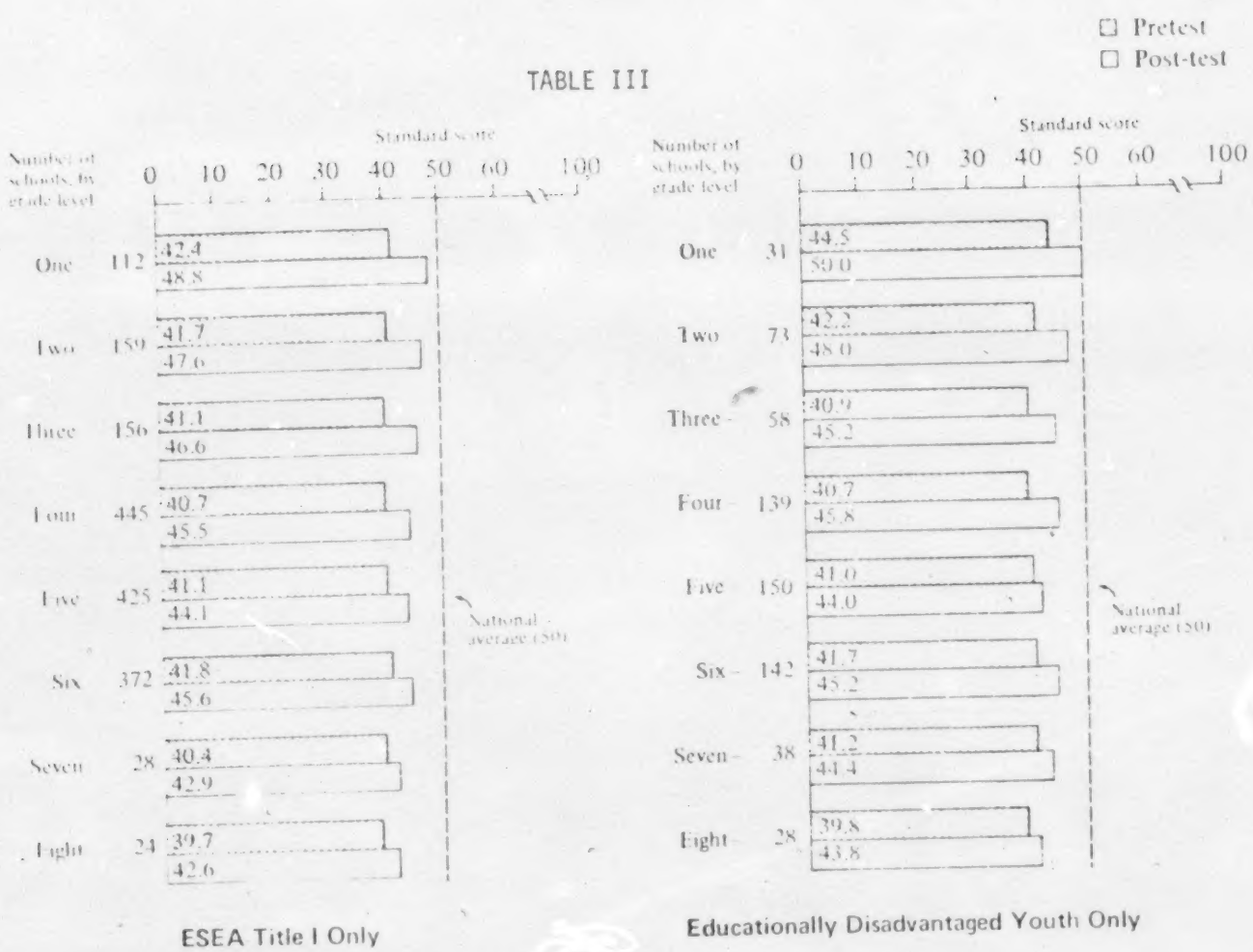
ESEA Title I/Educationally Disadvantaged Youth/
ESEA Title I and Educationally Disadvantaged Youth*

Pretest and post-test standard scores in reading achievement, by grade level, for schools participating in ESEA Title I and educationally disadvantaged youth funded programs, 1975-76 (continued)*

*A summary of all combinations of ESEA Title I and educationally disadvantaged youth funding sources

**School scores were weighted on the basis of the number of students tested. "Number of schools, by grade level" indicates the number of schools that reported usable achievement data for each grade level.

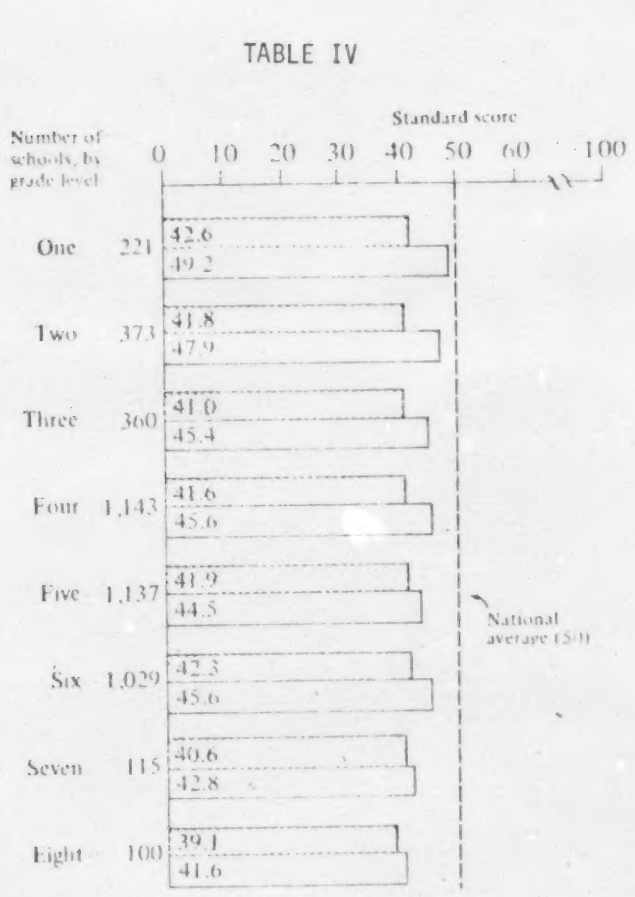
TABLE III


Pretest
Post-test
Standard score
0 10 20 30 40 50 60 100
Number of schools, by grade level
One 112 42.4 48.8
Two 159 41.7 47.6
Three 156 41.1 46.6
Four 445 40.7 45.5
Five 425 41.1 44.1
Six 372 41.8 45.6
Seven 28 40.4 42.9
Eight 24 39.7 42.6
National average (50)
ESEA Title I Only
Standard score
0 10 20 30 40 50 60 100
Number of schools, by grade level
One 31 44.5 50.0
Two 73 42.2 48.0
Three 58 40.9 45.2
Four 139 40.7 45.8
Five 150 41.0 44.0
Six 142 41.7 45.2
Seven 38 41.2 44.4
Eight 28 39.8 43.8
National average (50)
Educationally Disadvantaged Youth Only

Pretest and post-test standard scores in mathematics achievement, by grade level, for schools participating in ESEA Title I and educationally disadvantaged youth funded programs, 1975-76*

*School scores were weighted on the basis of the number of students tested. "Number of schools, by grade level" indicates the number of schools that reported usable achievement data for each grade level.

TABLE IV



ESEA Title I/Educationally Disadvantaged Youth/ESEA Title I and Educationally Disadvantaged Youth*

Pretest and post-test standard scores in mathematics achievement, by grade level, for schools participating in ESEA Title I and educationally disadvantaged youth funded programs, 1975-76 (continued)*

*A summary of all combinations of ESEA Title I and educationally disadvantaged youth funding sources

**School scores were weighted on the basis of the number of students tested. "Number of schools, by grade level" indicates the number of schools that reported usable achievement data for each grade level.

V. MANAGEMENT SERVICES

A group of Office of Compensatory Education staff members served in a Management Section. This report presents the types of management services which that group completed. Other reports describe the specific programs with which the staff worked: Follow Through Technical Assistance, Demonstration Programs in Reading and Mathematics and Professional Development and Program Improvement Center Programs.

Purpose. The Office of Compensatory Education Management Section had as its goal to provide management services for the Office of Compensatory Education and selected compensatory education programs.

Objectives.

- To give each section staff member support in carrying out the mission of his speciality.
- To apply a system approach to managing and carrying out Section duties.
- To accomplish tasks which serve the goal but may not relate to a speciality.
- To communicate clearly to other Department of Education personnel and persons in the field the accomplishments of the Office of Compensatory Education Management Section in particular and compensatory education through the Department of Education in general.

Target Population. The ultimate target population which the staff sought to serve was educationally disadvantaged youngsters. The immediate target group with which the staff worked was the directors of projects which use the compensatory education funds made available through the Management Section. This also involves other district and county personnel concerned with programs and budgets.

Accomplishments. Staff activities were guided by system flow charts for scheduling work, assuring quality of work accuracy and service, improving efficiency, coordination and contacts with others, forward planning, keeping administrators informed, and motivating self-improvement and top performance.

Other flow charts were action guides for preparing reports, developing regulations, and coordinating with other Department units so that joint efforts could be made in working with local educational agencies in such areas as reading, mathematics, bilingual-bicultural education, media services, intergroup relations, and year-round education.

Support was provided to the Office of Compensatory Education in analyzing and making recommendations on regulations and in making media presentations available on promising practices, planned school visits, demonstration programs, and education of the disadvantaged child in California. Two key

documents were prepared: one on managing compensatory education projects; and another on media on compensatory education available from the Office of Compensatory Education.

VI. MIGRANT EDUCATION

Purpose. The Migrant Education program in California has as its purpose the provision of supplementary education, supportive, and auxiliary services to migratory children of migratory agricultural workers. These supplementary services assist migrant children in acquiring adequate basic educational skills and adaptive social behaviors so that they can satisfactorily complete the course of study in the elementary and secondary schools of the state and be prepared for self-sufficiency and successful life in American society.

Target population. Reasonable estimates indicate that more than 80,000 children of migratory agricultural workers move with their families from one school district to another in California each year, or move between other states and California. Another 100,000 children are members of former migratory families who have "settled in" and no longer move. Approximately 75,136 migratory children were served by the Migrant Education program in 1975-76 at one time or another.

Purposes. Migrant program goals:

- To provide inservice training for all personnel involved in the education of migrant children.
- To provide special educational services for "exceptional" migrant children.
- To ensure that pupil personnel services are provided to meet the special needs of migrant children.
- To establish child development activities for infant and prekindergarten children.
- To establish priorities for the allocation of migrant education funds.
- To ensure the delivery of the necessary health services and systems to the migrant students.
- Provide for migrant parent involvement in cooperation with school districts serving migrant students.
- To provide bilingual/bicultural aides (tutors) for individualized instruction of migrant students.
- To provide bilingual/bicultural teachers for migrant-funded teaching positions.
- To provide instructional activities in extended reading and math programs.

Objectives of the California Plan for the Education of Migrant Children:

- Migrant children will evidence a mean of at least one month's progress in school subject matter for each month of attendance in participating schools. Supplementary instructional programs will be provided to aid in attaining this rate of gain.

- Migrant children will maintain an attendance rate equivalent to resident children through regular school district efforts supplemented by child welfare and family-related programs provided under this plan.

- Migrant children will receive diagnosis and treatment of health problems which interfere with their education. Services will be provided by public health agencies when available and supplemented by services provided under this plan.

- Continuity of educational services will be provided to migrant children through interstate transfer of student records and sharing of materials and program plans.

- An affirmative action hiring policy of the State Board of Education was written into the contracts of each participating school district and each county superintendent of schools office.

Eligibility. Only children who have been identified and certified as migratory children of migratory agricultural workers and who are under the age of 18 years may benefit from the Migrant Education programs.

Authorization. Federal authorization included: the Elementary and Secondary Education Act of 1965, Title I, P.L. 89-10; the Migrant Amendment of 1966 to Title I of the Elementary and Secondary Education Act, P.L. 89-750; the 1968 amendments to the Elementary and Secondary Education Act of 1965, entitled "Agricultural Workers," P.L. 90-247; the 1970 amendments to Title I of the Elementary and Secondary Education Act of 1965, entitled "Requiring Grants for Migratory Children to be Based on the Number to be Served," Title I of P.L. 91-230; and the 1974 amendments to Title I in P.L. 93-380.

California authorization included: the McAteer Act of 1963; Article 2.5 (commencing with Section 6464) of Chapter 6.5 of Division of the California Education Code, entitled "Programs for Migrant Children;" and the California Master Plan for Migrant Education, adopted by the State Board of Education April 11, 1974 and renewed in 1976.

Funding level. $17,007,082 was available for this program in 1974-75; and $18,509,670 in 1975-76. No state funds were allocated for this program.

Achievements. The following were accomplished:

- Objective requiring all seven (7) regions to place every migrant child on the Migrant Student Record Transfer System (MSRTS) via the state-mandated "Verification of Enrollment" form was 100% complete.

- The California Master Plan for Migrant Education was revised.

- Over 75,136 migrant children have been enrolled in schools and provided supplementary instructional supportive services which have increased their school achievement rates.

- Bilingual and bicultural teachers and aides have been recruited and hired to assist Spanish-speaking migrant children. An increase in the percentage of bilingual aides is planned along with a statewide inservice program for teachers and aides.

- Over 16,000 migrant children have been provided with health care (including dental) to improve their educability.

- Parents and community representatives have been involved in planning, implementing, and evaluating the migrant program.

- Plans for a statewide health and follow-up program were completed this year.

- Guidelines for a follow-up master plan program for migrant education will be complete in June.

- Information on nutrition and food stamp eligibility was supplied to approximately 85% of participating migrant families.

VII. PROGRAMS FOR PROFESSIONAL DEVELOPMENT IN EDUCATION

Supported by State and Federal Funds in California

Some services encouraging the professional development of teachers were provided in the following programs. The State Department of Education carried out its relationships to these programs through the Office of Compensatory Education until June 1, 1976 when they were transferred to the Elementary Education Division.

Career Opportunities Program

Purpose. The purpose of this nationwide work-study program was to improve teaching in urban and rural schools serving low-income children by recruiting and training people, mostly from low-income backgrounds, to work as auxiliaries and teachers. Career ladders were developed as an integral part of the program.

Participants. People with or without a high school diploma or college degree participated in the program. All were from low-income backgrounds, to work as auxiliaries and teachers. Career ladders were developed as an integral part of the program.

Objectives. The technical assistance provided by the Department of Education was focused on the following objectives:

- To help school districts and universities create teacher training programs more relevant to the needs of other ethnic or low-income students.
- To meet the needs of the recruits themselves.
- To share effective teacher development practices.

In order to accomplish these objectives, most activity ceased with the end of most funding in 1975. Two projects continued on carry-over funds and two on regular funding.

The Office of Compensatory Education Management Section conducted two workshops to help share effective approaches developed while the Career Opportunities Program was in effect. The workshops were conducted in September in Compton and in Berkeley for the southern and northern sections of the state respectively.

Authorization. Authorization for the program was found in Public Law 90-35, Part D, Section 531.

Funding level. Career Opportunities projects were funded and monitored directly by the U. S. Office of Education; however, the Management Section provided an analysis of project applications. The total of these funds made available in the two remaining regular programs in California in 1975-76 was about $350,787. In each previous year, the 16 programs received over two million dollars. Other sources contributed to covering student stipends of about $100 per week.

Achievements. 3,530 participants were trained through June 1976, which marked the sixth year of the program; 213 graduated in 1973.

The program increased the number of Black and Spanish-surnamed teachers in the state and afforded models of achievement for minority students and students from low socioeconomic levels.

Teacher Corps

Purpose. The purpose of the Teacher Corps, as stated in its enabling legislation, is "to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation."

Participants. High priority was given to college graduates with liberal arts majors. Interns were sought who would become effective teachers. A large percentage of participants were from the communities in which they would serve: Blacks, Mexican-Americans, Indians, and migrants.

Objectives. The program accomplished the following:

- Offered teachers both preservice and inservice training needed to teach in schools which serve children from low-income families.
- Offered programs for teacher candidates to work in teams led by experienced teachers in competency based teacher education programs.
- Presented a model of competency based teacher education programs which could be emulated by institutions of higher education.

Authorization. The program is authorized by Public Law 89-329, the Higher Education Act of 1965, Title V, Part B, as amended.

Funding level. Funds do not go through the State Department of Education, but technical assistance was provided to California institutions. The Management Section analyzed Teacher Corps proposals which must be submitted by applicant institutions of higher education for review by the section before they are considered by the United States Office of Education.

Achievements. Capable persons from low socioeconomic levels and minority backgrounds have found positions teaching children of similar backgrounds. This has helped to balance staffs in numerous school districts across the state.

New Careers in Education

Purpose. The purpose of the New Careers in Education Program is to establish

an opportunity for capable highly motivated persons who have had personal experience in low-income areas to become fully credentialed teachers.

Eligibility. The program is available to persons who have completed at least 60 units of college work, have low-income backgrounds or are members of a minority group, and are willing to prepare to teach in elementary schools located in areas of high concentrations of low-income families.

Objective. The objective is placement of interns in schools under the supervision of team leaders who are experienced teachers. Participants receive professional training combined with on-the-job experience. Required college/university courses are offered to participants during the school year and during the summer.

Authorization. The program is authorized by the State New Careers in Education Act (AB 1362), Education Code Sections 13245ff.

Funding level. Funds were channeled through the State Department of Education directly to districts. Funds received by districts in 1974-75 totaled $266,552. The amount was $289,210 in 1975-76.

Achievements. Capable persons from minority races and/or low socioeconomic backgrounds have been trained to become teachers. Sacramento, Stockton, and ABC Unified School Districts had programs. Regulations for the program were approved by the State Board of Education.

Professional Development and Program Improvement Centers

Purpose. The purpose of the Professional Development and Program Improvement Centers Program is to assist districts with schools which serve concentrations of educationally disadvantaged students to provide released time inservice training for instructional and administrative staff members. By law, instruction in reading and mathematics is the main priority.

Eligibility. Any district may apply. In sparsely populated areas, a county superintendent of schools office may apply and contract to provide professional development services to contracting districts. The State Board of Education adopted regulations for these centers in May 1975.

Objective. The objective is to improve the teaching of reading and mathematics in "satellite schools" so that student achievement is increased.

Program Description. Staff members from schools with concentrations of educationally disadvantaged students are trained to be more effective in teaching reading and mathematics in a Program Development and Program Improvement Center situated in a school which has EDY, ESEA Title I, Miller-Unruh Reading, or ECE programs. The program helps districts to achieve collaborative working relationships with institutions of higher education. Teachers and other school personnel are trained on a released time basis, and their classes are covered by carefully selected replacement teachers. Project funds basically provide for the training staff and the replacement teachers.

Authorization. The program is authorized by AB 4151 (1974), Education Code Sections 13355.1 through 13355.15.

Funding Level. Funds are channeled through the State Department of Education. The amount appropriated for 1974-75 was $650,000; The same amount was available in 1975-76.

Achievements. A total of 862 teachers, instructional aides, principals, and other school personnel, were given training in competency based instructional techniques. Because of the interruption in the funding, projects were not asked to submit data on 1974-75 pupil achievement under teachers prepared during the Spring semester of 1975. This was a recognition of the fact that pupil scores could not reflect the impact of the inservice education when only a short period of the instructional year remained.

VIII. DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS

Purpose. The purpose stated in the legislation was the establishment of exemplary programs for intensive instruction in reading and mathematics to serve as demonstration projects aimed solely at developing above-average competence in pupils in these basic skill subjects.

Target population. The program was developed to serve pupils in grade 7, 8, or 9 who attend school in designated disadvantaged areas and who otherwise would find difficulty in achieving complete success in high school.

Objectives. There are two main goals in the program: to establish demonstration programs that develop above-average competence in reading and mathematics in pupils in grade 7, 8, or 9; aqd to disseminate information widely so that other school people can learn from the demonstration programs.

Eligibility. In order to be eligible, schools must be in designated areas of poverty and social tension and have a history of a low level of academic achievement.

Authorization. The program was reauthorized by S.B. 420 Statutes of 1975, Chapter 1127 (Education Code 6490-6498).

Funding level. Since 1969, the program has been funded for three million dollars annually.

Achievements. Although students in these programs benefited in many ways, the main purpose of the programs was to increase student achievement in reading and mathematics. Mean reading gains ranged from 0.9 to 3.9 months per month of instruction, with a median of 1.9 months for the 17 reading projects. Mean gains in mathematics ranged from 0.9 to 3.0 months per month of instruction, with a median of 1.8 months for the eight projects. California Tests of Basic Skills pre- and post-test scores were used for the evaluation. These gains were obtained in schools which previously had shown little academic achievement.

The programs were also rated on cost effectiveness. The reading programs showed an achievement gain of 6.4% for each 1% increase in cost, and the mathematics programs had an achievement gain of 7.3% for each 1% increase in cost.

Three conferences were held to disseminate ideas for improving instruction in Eureka, San Jose, and Palm Springs.

The program was transferred to the Secondary Education Division of the State Department of Education on July 1, 1976.

IX. FOLLOW THROUGH PROGRAM - TECHNICAL ASSISTANCE

Purpose. Follow Through Technical Assistance had as its purpose the provision of state services which facilitate achievement of the objectives of the Follow Through program.

Target population. The target population is those children with a full year's Head Start or comparable preschool experience, and whose families fall below poverty line of $2,330 for a family of one person. The index increases by $740 for each additional family member.

Objectives. This program in 15 projects in California is designed to assist children enrolled in kindergarten through third grade from low-income families by implementing innovational educational approaches; providing comprehensive services and special activities in the areas of physical and mental health, social services, nutrition, and such other areas which supplement basic services already available within the school system; conducting the program in a context of effective community action and parental involvement; and providing documentation of those Follow Through models which are found to be effective.

Eligibility.

Applicants. Grants are awarded to local educational agencies only for the operation of Follow Through projects in California. However, there are provisions under certain circumstances for funding Head Start agencies, or other public or appropriate nonprofit private agencies, organizations, or institutions to conduct Follow Through programs.

Children. Only low-income students receive the full benefits of the several program components. At least 50 percent of these children shall have previously participated in a full-year Head Start or similar quality preschool program. If the U.S. Commissioner of Education determines (1) that participation of children from diverse socioeconomic backgrounds in the project would enhance the development of the low-income children to be served and would benefit the community in which the project is located, or (2) that such socioeconomic diversity in a particular project will produce evidence concerning how to best fulfill the purposes of Follow Through, he may require or permit the inclusion of a specified percentage of children other than low-income children in the project. The inclusion of such other children shall not in any case dilute or interfere with the services designed for low-income children.

Authorization. The authorization for the Follow Through program is Title II of the Economic Opportunity Act of 1964 (P.L. 88-452 as amended).

Funding level. The funding levels for Follow Through ir California in 1975-76 were as follows:

Aggregate of 15 projects' operation in California	$5,540,000
State Technical Assistance to the above projects	47,622

Achievements. Technical assistance at the state level sought to create a focus in terms of understanding and interchange of ideas in a diverse spread of programs and participants.

Liaison was provided at the state level between the USOE and the 15 Follow Through projects operating in California. Coordination was provided with the Follow Through Division of OE in Washington, Stanford Research Institute evaluation personnel, Social Dynamics Institute general consultants and Follow Through Model sponsor directors and staff. At the local sites, contact was maintained with district administration, project directors and staff, principals and teaching teams, Policy Advisory Committees, parents and community agencies.

During 1975-76, the provision of technical assistance involved the participation and the undertaking of numerous activities. Two or more visits were made to each project by June 1. Work with program areas and components involved instruction, evaluation, career development, medical and dental services, health education, nutrition, psychological and social services, parent and community involvement, and inservice activities. The consultant attended and served in various roles in several workshops, preservice and inservice training sessions, and conferences. Resources were investigated and identified for projects needing this help. Much assistance was given by telephone and also by means of correspondence.

A very active role of participation with USOE Project Officers and federal consultants was performed by the Technical Assistance Consultant, which included attending on-site project reviews and joint visitations.

Involvement by this office in the area of application preparation comprised the dissemination of written information, telephone communication, and individual site visitation to assist coordinators, staff, and the Parent Advisory Committee in determining appropriate procedures to adopt. Aid was also given through guidance in designing, revising, and presenting the proposal to the PAC and the school board. The program was transferred within the State Department of Education from the Office of Compensatory Education to the Elementary Education Division on June 1, 1976.

X. COMPENSATORY EDUCATION IN STATE INSTITUTIONS

Purpose. A purpose of compensatory education under P.L. 89-313 is to provide for the development and expansion of educational services to handicapped children in state-operated and state-supported schools/facilities. California State Compensatory Education is a project-oriented, child centered program. It is not a general support program. A wide variety of activities can proceed under State Compensatory Education if these activities are designed to meet the special educational needs of the participating handicapped children.

Objectives. The following objectives for technical assistance by the Office of Compensatory Education are aimed at serving the ESEA Title I programs in these agencies: California Youth Authority, Department of Corrections, Department of Health, and Special Schools of the State Department of Education. The objectives are: (1) to help the Title I directors have a working familiarity with the Federal Title I regulations; (2) to insure program compliance with regulations; (3) to increase proficiency in program implementation; (4) to facilitate planning project applications and revisions; and (5) to participate in a program review to insure that ESEA Title I funds are used above and beyond those already available in the agencies.

Target population. There are a great number of handicapped youth in California eligible to attend programs funded under Title I of the Elementary and Secondary Education Act.

The Office of Compensatory Education has established full-time assistance to the persons administering programs for disadvantaged youth located in the state neglected and delinquent institutions, foster homes, state-operated juvenile facilities, and state schools and hospitals. The nature of these educational services is to assist the funded projects in keeping within the size, scope, and quality requirements of ESEA Title I and to insure that the eligible handicapped children are provided the educational services in such a manner that an identifiable impact will be realized.

Authorization. The authorization for ESEA Title I falls under Public Laws 89-10, 89-313, 92-318, and 93-380. In addition, California legal provisions are in Education Code Sections 6450-6498.

Funding level. State compensatory education programs provide services in the state institutions for the total year in contrast to public schools which provide services in the months of September through June. The state institutions' Title I per pupil expenditure varied between 50% and 90% of the statewide average expenditure per elementary pupil. The level of services must not be below $150 per participant. The total ESEA Title I funds available were $3,779,627.

Achievements. Many of the special education services reveal success. Several institutions have developed a "remedial prescription profile for math" from the screening tests given to entering institution participants. This information is then cataloged and programmed into mathematical skills instruction. Reports state that as much as three months' growth in mathematical skills for one month of instruction has been achieved.

The intergroup relations component of institutional projects is slowly contributing to breaking down ethnic isolation found in many institutions. Such activities as graduation balls reduced tendencies of gang isolation by increased interaction between groups, more positive student attitudes, and broadened knowledge of the various group characteristics.

Eligibility. Funds for the state institutions are calculated in the U.S. Department of Health, Education, and Welfare on the basis of the number of children they serve who meet the eligibility standards of ESEA, Title I. The institutions submit a project application to the Department of Education for review. Approval is by the State Board of Education.

XI. COMMUNITY SERVICES

Purpose. The purpose of Community Services is to provide supplementary services that will promote participation of parents of project participants and the representatives of agencies and organizations on advisory committees for programs within the consolidated application, and to act as an advocate and mediator for nonpublic schools participating, or interested in, federally funded programs.

Target population: The primary target population for community services was the local educational agency, parent and district advisory committee members, and other community groups.

Objectives.

- To provide leadership for the formation of advisory committees as required by federal and state regulations and state instructions.
- To serve as an advocate for statewide participation of nonpublic schools in ESEA Title I on an equitable and comparable basis.
- To promote inservice training activities that are designed to increase the effectiveness of advisory committees.
- To revise, rewrite, update, and produce instructional and training materials pertinent to parent involvement.

Achievements. Community Services was actively involved in assisting and advising school districts in matters related to parental involvement and community participation in special federal and state compensatory education programs. Efforts were made to ensure that disadvantaged children attending nonpublic schools were provided services comparable to those made available to public school children. Consultants participated in various educational conferences.

XII. SCHOOL HOUSING AID FOR DISTRICTS IMPACTED BY SEASONAL AGRICULTURAL EMPLOYMENT

Purpose. Under Article 5, Chapter 10, Division 14 of the California Education Code, portable classrooms are provided to school districts with an influx of large numbers of persons employed in seasonal agricultural work for temporary periods in the school year and to those which experience emergency increases in school enrollments of such magnitude as to make it impossible or impractical to accommodate the additional pupils in existing school buildings and facilities available to the district.

Objectives. The Office of Compensatory Education provides technical assistance to the districts based upon an application submitted by the governing board of the school district, makes reviews of this application, makes the appropriate modifications and then transmits it to the State Allocation Board, with the approval of the Assistant Superintendent for the Office of Compensatory Education recommendations, regarding the action to be taken.

Eligibility. In order to be eligible for a portable classroom, a district must have a minimum migrant impaction of at least 35 children at a particular school site. Other factors such as existing available space, financial ability, total district enrollment, duration of enrollment, and the largest number of migrant children anticipated are taken into consideration. The district policy on classroom loading (average pupils per classroom) is also a factor.

The Office of Compensatory Education must determine that there is no segregation in this district's schools or classrooms, and that the classrooms are not used for other than school activities, such as administrative units or for any cost-plus program.

In 1966, the Legislature appropriated $1,500,000 for acquisition of 70 portable buildings for this program. Since that time, the $150 per month rental fee charge to the district per unit has paid for all costs of operating this program. There is no additional cost to the district other than for minor items such as broken windows or painting.

XIII. A SAMPLING OF COMPENSATORY EDUCATION PROJECTS

Since each compensatory education project focuses on the needs of children in its particular target area, each project differs in many respects. Thus, an overall description of the projects would not be representative. Therefore, a report on compensatory education should include some examples which describe the kinds of things which occur in schools with the projects developed through the cooperative efforts of district, state, and federal educators.

The following four districts will be used as samples of the projects: Newport-Mesa Unified School District, Riverside City Unified School District, San Bernardino City Unified School District, and San Jose Unified School District.

Newport-Mesa Unified School District: Project Catch-Up. In May, 1976, this compensatory education project was awarded a certificate for "outstanding educational contributions" by the U. S. Office of Education. Project Catch-Up is a laboratory program designed to provide remedial instruction in reading and mathematics to improve the skills of children who test in the lowest quartile in achievement in these areas. For each child, laboratory staff members and classroom teachers together identify specific needs that are met with individualized instruction in the laboratory, utilizing a variety of instructional materials.

Teachers identify student needs by means of criterion-referenced testing. They select materials and methods to meet the needs from a wide variety of resources available in the laboratory. Each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

The median Project Catch-Up student at each grade level has consistently, for the past five years, progressed at the rate of 1.5 in reading skills for each month spent in the program and has reached a rate of gain of 1.3 in the acquisition of math skills according to pre- and post-testing evaluation results. The program has been successful for the following reasons as stated by the project staff:

1. Title I is a completely positive program. Every child succeeds regardless of his ability and his comprehension speed because the teacher who works with him as an individual helps him to discover what success is like. "That's wrong," is an expression that is virtually unknown in the Title I laboratory. The children have heard it too often in their school experiences. In the laboratory, if the child doesn't discover the correct answer, the teacher has time to work with him in searching for alternatives until he has the pleasure of finding the right answer. As a result of the positive atmosphere, parents consistently report that their children like school better after they enroll in Title I. They enjoy coming to school and they come regularly; attendance increases measurably.

2. The second reason that our staff has made sizable gains with children is that our program is conducted in a laboratory. We have experimented working with children in the regular classroom and we have discovered that not only is it an inefficient system which too often points out the slowness of an individual child, but also it divides the attention

of the teacher and the other class members, making it virtually impossible for the Title I staff member to utilize all of the equipment which should be available to her. In fact, the freedom of the staff members to choose any of the wide variety of materials is one of the reasons for the great gains in achievement.

Visiting a laboratory has become the most exciting part of the day for the majority of the children enrolled in Title I. After the pressures of the regular classroom in which a teacher has to cope with all of the problems of a class of 30 children, it is a pleasure for children to be able to participate in a laboratory which is gayly decorated, has a relaxed staff, teaching machines, and the latest in instructional materials . . . teaching can be conducted successfully in the humblest location, with absolutely no equipment and without a book if necessary; however, well-selected teaching materials, excellent instructional materials, and a good laboratory situation are items which Title I children appreciate. Our children enjoy them so much that Title I has become the most prestigious activity on any of our Title I campuses. They ask to be included in Title I.

3. The third reason we believe our program has been successful is the fact that it utilizes tested educational equipment and instructional materials. All of our materials can be taken home to be shared by the family and the parents. One item of equipment which merits special mention is the PDP8L Digital computer which was given to us some years ago in a Title III Space Science Program by Digital Corporation. At our Title I junior high school, there are now three remote terminals available to our Title I children. We have never been able to determine by hard data that using the computer itself is the cause of our junior high school success in mathematics. Gains made by students might be attributed to two other sources: One, the fact that our Title I math classes at that level are limited to ten students, whereas a normal junior high school class contains closer to 30, or second, the attitude of confidence created by the teacher. However, we do have evidence that children become so interested in their struggles with the computer that they spend every minute that they can save from recess, assemblies, or even lunch to be able to gain additional time on the computer. The increased interest must affect attitude; and attitude itself may be the cause for the gains in math skills.

4. Our Title I staff members have indicated that a fourth reason contributes to their success with children. Each staff member is responsible for no more than 18 students. Generally, there are 18 students to 4 staff members. Each member schedules her children in the lab with the help of the classroom teacher, and each accepts the responsibility of meeting the stated instructional objectives established for the program, calendaring her time so as to provide the amount of special instruction necessary to each child.

5. This year, the program has achieved greater success through the use of criterion testing for identified needs. In this way, the special needs of each child are met.

Our project is being replicated in five other districts in the East. This action occurred as a result of the selection of P. C. U. by Research Management Corporation who validated and packaged this program. ESEA Title III provided the funds for the projects to be replicated in Brookport, Illinois; Galax City, Virginia; Providence Forge, Virginia; Bloomington, Indiana; and Wayne City, Illinois. A visitor to the project in Wayne City remarked that the project there was identical to the one in the Newport-Mesa School District.

San Jose Unified School District: Project R-3. In May, 1976, this compensatory education project, located in Herbert Hoover Junior High School, was awarded a certificate for "outstanding educational contributions" by the U.S. Office of Education.

This is a motivational program emphasizing student Readiness, subject Relevance, and learning Reinforcement for students at the junior high school level. The main objective of the program is the upgrading of mathematic skills with reinforcement through Career Oriented Gaming/Simulations, parental involvement, and an inservice training program for staff development. Diagnostic/prescriptive procedures, individualized instruction, heterogeneous grouping, and extensive use of instructional aides are also characteristic of the program.

During 1974-75, students in this Demonstration Program gained three months in achievement for each month of instruction.

Riverside Unified School District: Learning Achievement Through Saturated Educational Resources (LASER). Thorough work to promote pupil achievement coupled with active parent involvement has brought State and national recognition to the compensatory education program in Riverside.

Precise objectives were stated and were keyed to instructional materials in State texts and other sources. The materials were made into packets labeled by the program name, "Learning Achievement Through Saturated Educational Resources."

Riverside's Title I LASER (Learning Achievement Through Saturated Educational Resources) Program is based on a highly individualized diagnostic-prescriptive teaching and reporting system for all areas of the curriculum with special emphasis on reading and mathematics.

San Bernardino City Unified School District: Promising Practices. In response to a statewide solicitation by the state compensatory education staff in the fall of 1973 for nominations of compensatory education schools which are closing the "achievement gap" for disadvantaged students, letters sent to superintendents stipulated minimum criteria which would make a school eligible for nomination.

The San Bernardino City Unified School District nominated three schools. They were: Bradley Elementary, California Elementary, and Monterey Elementary.

The 1972-73 evaluation data for each of the schools were reviewed by the State. Each school was found to be eligible by virtue of success in increasing achievement in reading and mathematics. During 1973-74, all 19 compensatory schools achieved more than one month per month of instruction in reading and mathematics.

The three schools were nominated by the District because they had a better climate as indicated by good growth on tests, leadership by resource persons, and cooperation by the staff. Resource teachers were a key element because they worked weekly with the staff. In turn, resource teachers met weekly with central office staff persons in reading and mathematics.

Validation Teams from outside of the District visited each school for one day. An intensive, structured search was made to determine the program strengths of each of the schools.

Team reports were forwarded to the State where they were reviewed. Follow-up letters to the schools listed the program features rated high by the team members.

The three schools were then listed in the publication "Guidebook to Promising Practices in Compensatory Education" with special attention called to the identified program strengths.

Sequenced Individualized Learning Systems (developed by the District itself) were used in all elementary compensatory education schools including these three as a part of the learning system. Forty-eight levels were provided in reading and several strands were used for mathematics.

In 1974-75, eighteen schools, grades K-6, and one school, Grades K-3, continued the individualized instruction/learning program based on Sequenced Individualized Learning Systems (skills, objectives, diagnostic, and other support materials).